Course Syllabus

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University of Texas at Tyler
Speech, Language, and Hearing Sciences
Department of Rehabilitation Sciences
COMD 5353: Language Disorders in Children K-12
Spring 2026

Course Logistics & Instructor Contact Information

Class Times: Mondays, Wednesdays, & Fridays 8:00 am to 8:50 am
Office Hours: Mondays 9 to 11 am, Wednesdays 3 to 4 pm, & by appointment except Fridays, my clinic day

Instructor Name: Amy Louise Schwarz, PhD, CCC-SLP
Office Location: HSC D.521.2
Phone Number: 1.903.877.5307
Email: AmyLouise.Schwarz@uttyler.edu
Best way to contact: email

Course Overview

This course focuses on the assessment, treatment, and prevention of receptive and expressive language disorders and social communication disorders in children from kindergarten through grade 12. The course explores the biological, cognitive, cultural, and socioeconomic factors pertinent to normal development of language and social communication, and influencing diagnosis, prevention, and treatment of these disorders. Students will learn about the various tests, diagnostic batteries, protocols, and procedures used to assess receptive and expressive language skills and social communication skills in the school-age population. They will learn how to collect case history and medical information and relate it to test scores to identify individuals with language disorders. They will learn how to develop diagnostic reports and treatment plans. They will analyze case studies and answer analytical, problem-based questions, and be familiar with the various treatment approaches and techniques. They will develop therapy objectives and procedures, document progress data, and learn about the ethical and legal regulations governing the delivery of health care services. Additionally, they will familiarized with

the various treatment resources that are used for the effective treatment of language disorders in children from K through grade 12.

Course Objectives/Competencies

Upon successful completion of this course, the student will demonstrate the ability to:

1. analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates) (Standard IV-C).
2. analyze, synthesize and evaluate knowledge re: the principles and methods of prevention, assessment and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (Standard IV-D).
3. access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology service (Standard IV-H: Evidence Based Practice Component only).
4. use oral and written or other forms of communication sufficiently for entry into professional practice (Standard V-A).
5. interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention in the area of receptive and expressive language (Standard V-B 1e).
6. (a) develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs and (b) collaborate with clients/patients and relevant others in the planning process in the area of receptive and expressive language (Standard V-B 2a).
7. select or develop and use appropriate materials and instrumentation for prevention and intervention in the area of receptive and expressive language (Standard V-B 2c)
8. Measure and evaluate clients'/patients' performance and progress in the area of receptive and expressive language. (Standard V-B 2d).

Assessment of Student Learning

These competencies will be measured through written exams, video demonstrations, oral exams based on case studies that include language sample analysis projects, artificial intelligence and research literature assignment, and a comprehensive final exam. Student learning is assessed on an individual basis. Students receive two competency scores. One score is the traditional course grade that will be used by UT Tyler to calculate a cumulative GPA. Students can locate their course grade by viewing their grades in Canvas in the (default) Gradebook view. To stay in good standing with the UT Tyler Graduate College students must maintain a cumulative GPA of 3.0 or above. Visit this link for more information about this UT Tyler Graduate School requirement: **University of Texas at Tyler -**

[**Probation/Suspension for Master's Degree Students**](https://uttyler.smartcatalogiq.com/en/2023-2024/catalog/graduate-policies-and-programs/graduate-policies/grading-system/probation-suspension-for-masters-degree-students/) .

The other score is based on a 5-point scale and is similar to the scale ASHA suggests for evaluating graduate students during clinical supervision. Students can locate this score by viewing their grades in Canvas and selecting the Learning Mastery view. For *__each__* previously stated ASHA standard, a minimum score of 3 out of 5 averaged across applicable quiz questions and assignments assumes minimum competency and partial fulfillment of ASHA standards for this course. This course is structured to interweave diagnostic and treatment content and KASA standards. For this reason, I have used the weighted decaying average feature in CANVAS outcomes with the most recent result counting as 65% of mastery weight and with all other results averaged and counting as 35% of weight. A decaying average gives more weight to the most recent attempt, which helps reflect a student's current skill level. It's especially useful for courses where students are expected to improve over time. At the end of the course, I have to indicate in Calipso whether each student has met each ASHA standard associated with this course. I will use the data from the Learning Mastery view in Canvas for this purpose. It is possible for a student to receive an A or B in the course and not meet minimum competency for a particular ASHA standard. For this reason, each student needs regularly to check the Learning Mastery view in Canvas Grades to determine whether they are meeting minimum competency for the ASHA standards associated with this course.

Instructional Methodology

Information for this course is primarily conveyed in-person classes, lectures, required readings, and demonstrations, and Simucase. Students receive guided and independent practice applying the concepts through in-class activities, when students solve clinical issues on written exams, which often include questions about case studies.

__Technology__ is integrated into the instructional pedagogy through the use of the American Speech-Language-Hearing Association (ASHA) Practice Portal (a repository of clinical research articles), the ASHAwire (a repository of peer-reviewed journal articles published by ASHA), the Canvas learning management system, Studio, Zoom, PowerPoint slides, the use of online small group work, SharePoint, and CoPilot.

Course Requirements

EMAIL COMMUNICATION: I prefer face-to-face communication to email communication. If you email me by 4:00 pm during the work week (Monday through Thursday), I will respond the same day. If you email me after 4:00 pm during the work week, I will respond the following work weekday. On Fridays after this class, I am seeing patients in the clinic so will not be available to meet or to respond by email. If you email me on Fridays, you will not

receive a response until the following work weekday. ***I will not respond to emails on the weekend.***

OFFICE HOURS: See the Contact section at the top of this syllabus for days of the week and times. I meet with students in D.251.2 for office hours. I conduct office hours on a first come first serve basis individually and in groups depending upon how many students attend office hours on a given day and what their questions are. If you need to meet with me individually, please email me before office hours, so I can make time. Please come with questions.

ATTENDANCE POLICY: **I will take attendance every class period.** Class attendance is expected, as important material and learning activities will occur during class time. It is the responsibility of the student to get missed material from a fellow student should an absence occur. I will determine whether to round up borderline final course grades based on student attendance. If you are struggling with the material or feel discouraged in any way for any reason, please visit me during office hours. I am here to help you access the course material. I want every student to be successful.

STRUCTURE OF CLASSROOM TIME: During some class periods, I will lecture. During other class periods, students will be assigned to small groups. Together, each group will work through hands-on activities designed to promote learning in such areas as data collection, diagnostic evaluation, searching and consolidating the evidence-base for specific clinical questions, different types of language sampling analysis, differential diagnosis, treatment planning, and clinical writing for the school-age clinical populations.

CASE STUDY PROJECTS: Each student will complete a series of case study projects focused on language, spanning the school age clinical population, that include different aspects of the diagnostic and treatment processes. See Canvas Modules for details.

WEEKLY QUIZZES: Each student will complete weekly quizzes, covering syntax, textbook readings, and details about the case studies.

PRAXIS EXAM: Each student will take a "practice PRAXIS exam" (created by the instructor) that focuses on both the birth to 5 and school age populations for language assessment and intervention. During the course, Dr. Schwarz will provide "practice PRAXIS questions" to check students' comprehension of the material.

CALIPSO: Each student is required to maintain an electronic portfolio of all the work completed in this class. The items to be included in the portfolio are shown below. Students

will only receive full credit for this gradebook entry (a) if all the items are uploaded by the deadline AND (b) all the items are labeled correctly by the deadline.

How to Label the Documents You Upload to Calipso

Document	Example
Syllabus	SmithJ_Syllabus
Case Study 1	SmithJ_Case Study 1
Case Study 2	SmithJ_Case Study 2
Case Study 3 Multilingual	SmithJ_Case Study 3 Multilingual

SUMMARY OF ASSIGNMENTS

Summary of assignments and percentages associated with each assignment

Assignments	Percentages
Case Study Projects	55%
Weekly Quizzes	34%
Practice PRAXIS Exam	10%
Portfolio uploaded to Calipso by deadline	1%
Total	100%

GRADE APPEALS: ***Within 7 days*** after I release a grade that a student wishes to appeal, the student must make a ***written (typed) appeal*** that includes a well-reasoned argument as to why the grade should be changed with concrete citations from the text and/or supporting course material. If a student is appealing the grade given on the multiple choice portion of the exam, the student must include in the grade appeal reasons from the course material that confirm and/or refute each answer choice. If this information is not included in the grade appeal of multiple choice questions, I will not accept the grade appeal. ***I will not consider written grade appeals received after the 7-day period. I will not consider grade appeals made in-person.*** If a student appeals a grade on an exam or an assignment that I have curved, students will automatically lose the points from the curve that were added to their grade in favor of the points in their written appeal. Therefore, it only makes sense for a student to appeal a curved grade, if the student's written appeal exceeds the number of points added by the curve.

TIMELINESS: Students are required to take quizzes and submit assignments as scheduled. If a student thinks they might miss an assignment or a quiz date because they are ill or caring for someone who is ill, please email me ***before*** the due date of the quiz or assignment. If the absence is due to a University sanctioned class field trip/athletic event and/or religious holiday, please let me know in email by Friday, January 16th at 5:00 pm. What is most important is that we regularly communicate. I want everyone to be successful.

STUDENT PREGNANCY AND PARENTING NONDISCRIMINATION POLICY: The purpose of this policy is to maintain a learning environment that is free from discrimination of pregnant or parenting students, in accordance with the **Texas Education Code, Title 3, Section 51.982: Protections for Pregnant and Parenting Students** ⤴ **(https://statutes.capitol.texas.gov/Docs/ED/htm/ED.51.htm)** and other applicable laws. This policy entitles pregnant and parenting students to academic accommodations, including flexible attendance and extended dates for assignments. If you are a pregnant or parenting student, please complete the **Self-Reporting Form** ⤴ **(https://cm.maxient.com/reportingform.php?UnivofTexasTyler&layout_id=60)** and the UT Tyler Parent and Family Programs will contact the professors to provide the necessary accommodations. Detailed information about this policy are available at:**https://uttyler.smartcatalogiq.com/uttyler/ut-tyler-hop/series-500-student-success/5-14-3-student-pregnancy-and-parenting-nondiscrimination/** ⤴ **(https://uttyler.smartcatalogiq.com/uttyler/ut-tyler-hop/series-500-student-success/5-14-3-student-pregnancy-and-parenting-nondiscrimination/)**

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the **Pregnant and Parenting Self-Reporting Form** ⤴ **(https://www.google.com/url?q=https://cm.maxient.com/reportingform.php?UnivofTexasTyler%26layout_id%3D60&sa=D&source=editors&ust=1721425515682926&usg=AOv** .

MILITARY AFFILIATED STUDENTS: UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it

difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The **Military and Veterans Success Center (MVSC)** ⬀ **(https://www.google.com/url? q=https://www.uttyler.edu/academics/success-services/military-veterans-success- center/&sa=D&source=editors&ust=1721425515678749&usg=AOvVaw1DuFoYgOhA0kmisglSukU** has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

DISABILITY/ACCESSIBILITY SERVICES: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit **https://hood.accessiblelearning.com/UTTyler** ⬀ **(https://hood.accessiblelearning.com/UTTyler)** and fill out the New Student application. ACCOMMODATIONS FOR QUALIFIED STUDENTS WITH DISABILITIES: Please contact me as soon as possible if you are a student with a disability who will require an accommodation(s) to participate in this course. You will be asked to provide documentation from the Student Accessibility Office (SAR). Failure to contact me and provide the necessary documentation in a timely manner may delay your accommodations. <u>All students with SAR accommodations must make arrangements to take the final exam at the testing center.</u>

NO RECORDING OF CLASS LECTURES &/OR ACTIVITIES: Students do not have my permission to audio or video record class lectures and/or activities.

LIMITED USAGE OF COPILOT & OTHER ARTIFICIAL INTELLIGENCE LANGUAGE MODELS: Artificial intelligence (AI) language models, such as CoPilot, may be used for idea generation for the treatment simulation videos only. Click here **Artificial Intelligence** ⬀ **(https://www.uttyler.edu/offices/digital-learning/ai/)** for UT Tyler's AI resources. If you are in doubt as to whether you are using AI language models appropriately in this course, I encourage you to discuss your situation with me. Examples of citing AI language models are available at **https://subjectguides.uwaterloo.ca/chatgpt_generative_ai/aigeneratedcontentcitation** ⬀ **(https://subjectguides.uwaterloo.ca/chatgpt_generative_ai/aigeneratedcontentcitation)** . You are responsible for fact checking statements composed by AI language models.

ACADEMIC HONESTY POLICY: UT Tyler expects students to do their own work on all graded material submitted for all program course requirements. ***Students guilty of knowingly using, or attempting to use, another person's work as though the work were their own, and students guilty of knowingly permitting, or attempting to permit, another student to use their work, will receive at minimum a zero on the assignment and at maximum a grade of 'F' for the course.*** Such conduct may also constitute grounds for dismissal from the University. Specific expectations for academic integrity and sanctions for academic dishonesty are outlined on the following website: **[Chapter 8 of the UT Tyler Manual of Policies and Procedures for Student Affairs](https://www.uttyler.edu/mopp/documents/8-student-conduct-discipline-final.pdf)** ↪ **(https://www.uttyler.edu/mopp/documents/8-student-conduct-discipline-final.pdf)**

GRADES: I will only post each student's course grades in CANVAS to protect confidentiality. Final course grades will be determined according to the following scale based on the total number of points earned:

A = 90 to 100%

B = 80 to 89%

C = 70 to 79%

D = 60 to 69%

F = 0 to 59%

I will determine whether to round up borderline final course grades based on student attendance.

CLASS POLICIES:

1. **[Attendance:](#) I will take attendance every class period.**
2. Tardiness: Each class will start on time and end on time. Please arrive a few minutes before class so that I can begin on time. ***If you are late, be prepared to tell a short child-friendly joke when you arrive.***
3. Electronic Devices: Please silence your mobile phones and other signaling devices when you enter the room.
4. Please do not engage in conversation during the lecture. Doing so is distracting to the speaker and inconsiderate of others.

EMERGENCY MANAGEMENT: In the event of an emergency or natural disaster the campus community will be notified immediately through several means of communication. This includes Campus Alert E-mail, the University's website, campus and local media, text-messaging, Fire Alarm Systems, Indoor Warning System and Outdoor Warning System. **University of Texas at Tyler - Emergency Response, Fire Safety, False Alarm or Report,**

Other General Information

1. Monday 1/19th is Martin Luther King, Jr. Holiday; all offices are closed and there are no classes.
2. Monday 3/9th through Friday 3/13th is spring break for faculty and students. We will not have classes that week.

Required Materials

TECHNOLOGY: To participate in this course, students must have access to a laptop, tablet, or smart phone that can access Canvas and various internet sites during class. Students can share if necessary. If students need help with Canvas, please contact **UT Tyler Technology Support** ⬀ **(https://www.uttyler.edu/offices/technology-support/)** .

REQUIRED READINGS

Ukrainetz, T. A. (2024). *School-Age Language Intervention: Evidence-Based Practices*. (2nd Edition). PRO-ED, Inc. 8700 Shoal Creek Boulevard, Austin, TX 78757-6897.

Nippold, M. A. (2023). ***Grammar guide for speech-language pathologists: Steps to analyzing complex syntax.*** ⬀ **(http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=3558864)** Plural Publishing.

SUPPLEMENTAL READINGS

Paul, R., Norbury, C., & Gosse, C. (2017). Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating (5th Edition). St. Louis, Mo: Mosby Elsevier.

Nippold, M. A. (2016). *Later language development: School-age children, adolescents, and young adults*. PRO-ED, Inc. 8700 Shoal Creek Boulevard, Austin, TX 78757-6897.

I reserve the right to add additional required readings to the syllabus.

Tentative Course Schedule

I reserve the right to modify the syllabus. All major modifications will be reviewed with students.

Week	Date	Topics & Readings Due Before Class	Due @ 11:59 pm
Week 1	1/12	Course Introduction	Friday
	1/14	Service Delivery (Ukrainetz, 2024, Ch 1, 5)	1/16: Syntax Quiz
	1/16	• Role and History of the School SLP • Regulatory Framework Complex Syntax (Nippold, Ch 1, 2)	

- Introduction
- What is Complex Syntax

MLK Day 1/19: University Holiday

Week 2	1/19 1/21 1/23	Service Delivery & Language Assessment (Ukrainetz, 2024, Ch 3) - School-Age Language Assessment Complex Syntax (Nippold, Ch 3) - Development of Complex Syntax	Friday 1/23: Syntax Quiz
Week 3	1/26 1/28 1/30	Language Intervention (Ukrainetz, 2024, Ch 2, 4) - Foundations of Language Intervention - Contextualized Skill Intervention Complex Syntax (Nippold, Ch 4, 5) - Word: Part I - Word: Part II	Friday 1/30: Quiz
Week 4	2/2 2/4 2/6	Case Study 1: DLD (Ukrainetz, 2024, Ch 6) - DLD & Reading Disability Complex Syntax (Nippold, Ch 6, 7) - Morphemes - Phrases	Friday 2/6: Quiz
Week 5	2/9 2/11 2/13	Case Study 1: DLD (Ukrainetz, 2024, Ch 9) - Vocabulary: Promoting Diverse & Deep Lexical Development Complex Syntax (Nippold, Ch 8, 9) - Clauses - Types of Sentences	Friday 2/13: Quiz

Week 6	2/16 2/18 2/20	Case Study 1: DLD (Ukrainetz, 2024, Ch 14) • Phonological Foundations of Reading & Writing: Awareness, Memory, & Retrieval Intervention Complex Syntax (Nippold, Ch 10) • Analyzing Complex Syntax: Clinical Applications	Friday 2/20: Quiz
Week 7	2/23 2/25 2/27	Wrap Up Case Study 1: DLD	Friday 2/27: Case Study 1
Week 8	3/2 3/4 3/6	Case Study 2: Autism (Ukrainetz, 2024, Ch 7) • Autism: Neurodivergent Learners Complex Syntax (Nippold, Ch 10) • Analyzing Complex Syntax: Clinical Applications	Friday 3/6: Quiz
Week 9	3/9 3/11 3/13	Spring Break for Faculty & Students	
Week 10	3/16 3/18 3/20	Case Study 2: Autism (Ukrainetz, 2024, Ch 10) • Grammar: How Can I Say that Better? Complex Syntax (Nippold, Ch 10) • Analyzing Complex Syntax: Clinical Applications	Friday 3/20: Quiz
Week 11	3/23 3/25 3/27	Case Study 2: Autism (Ukrainetz, 2024, Ch 11) • Telling a Good Story: Teaching the Structure of Narrative Complex Syntax (Nippold, Ch 10) • Analyzing Complex Syntax: Clinical Applications	Friday 3/27: Quiz
Week 12	3/30	Wrap Up Case Study 2: Autism	Friday

	Date	Details	Due
	4/1		4/3: Case Study 2
	4/3		
Week 13	4/6 4/8 4/10	Case Study 3: Bilingual (Ukrainetz, 2024, Ch 8) • Dual Language Learners Complex Syntax (Nippold, Ch 10) • Analyzing Complex Syntax: Clinical Applications	Friday 4/10: Quiz
Week 14	4/13 4/15 4/17	Case Study 3: Bilingual (Ukrainetz, 2024, Ch 12) • Expository Discourse: Describe, Explain, & Persuade Complex Syntax (Nippold, Ch 10) • Analyzing Complex Syntax: Clinical Applications	Friday 4/17: Quiz
Week 15	4/20 4/22 4/24	Wrap Up Case Study 3: Bilingual	Friday 4/24: Case Study 3
	4/28 Tues	Upload required documents to Calipso	Upload documents to Calipso
Final	4/29 Wed	**In-person PRAXIS Style Final Exam 8 am to 10 am**	

[Student Resources (https://uttyler.instructure.com/courses/52378/pages/student-resources-3)](https://uttyler.instructure.com/courses/52378/pages/student-resources-3)

[University Policies and Information (https://uttyler.instructure.com/courses/52378/pages/university-policies-and-information)](https://uttyler.instructure.com/courses/52378/pages/university-policies-and-information)

Course Summary:

Date	Details	Due